

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-05-01-06-0019
 Name: Greece-Athena High School
 Principal: Helen Wahl

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	338	357	361
Tenth	362	334	367
Eleventh	386	368	331
Twelfth	382	388	363
Ungraded Secondary	47	34	34
Total K-12 Enrollment	1515	1481	1456

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	45	3.0%	47	3.2%	35	2.4%
Black (Not Hispanic)	74	4.9%	72	4.9%	83	5.7%
Hispanic	51	3.4%	45	3.0%	46	3.2%
White (Not Hispanic)	1345	88.8%	1317	88.9%	1292	88.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	20	24
Mathematics Grade 10	24	22	25
Science Grade 10	19	22	24
Social Studies Grade 10	21	20	23

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	26	1.7%	23	1.6%	20	1.4%
Eligible for Free Lunch	104	6.9%	103	7.0%	136	9.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.7%		93.6%		94.1%
Student Suspensions	100	6.7%	78	5.2%	75	5.1%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	1.8%	3.7%	4.2%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	97%	97%	100%

Staff Counts

Staff	2003-04
Total Teachers	102
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	303	248	82%	295	232	79%	302	261	86%
Students with Disabilities	20	1	5%	11	0	0%	17	5	29%
All Students	323	249	77%	306	232	76%	319	266	83%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	174	84	2	5	12	42
Percent	55%	26%	1%	2%	4%	13%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
17	5	20	37

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	16		16		10	0.8%
	Entered GED Program*	18		20		13	1.0%
	Total Noncompleters	34		36		23	1.8%
Students with Disabilities	Dropped Out	1		4		3	1.9%
	Entered GED Program*	5		5		2	1.3%
	Total Noncompleters	6		9		5	3.1%
All Students	Dropped Out	17	1.1%	20	1.4%	13	0.9%
	Entered GED Program*	23	1.5%	25	1.7%	15	1.0%
	Total Noncompleters	40	2.6%	45	3.0%	28	1.9%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	35	1265	1259
	Number of Students with Disabilities	208	182	163
	Number of All Students	243	1447	1422
	Percent of Enrollment	16%	98%	98%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	18	89%	0	0%	12	92%
German	12	92%	0	0%	0	0%
Italian	27	89%	0	0%	29	86%
Latin	0	0%	0	0%	0	0%
Spanish	74	84%	0	0%	86	90%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	2	#	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	8	50%	0	0%	5	80%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	0	0%
Science	1	#	0	0%	1	#
Reading	1	#	5	80%	2	#
Writing	1	#	5	80%	2	#
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	1	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	15	93%	1	#
Science	1	#	5	60%	2	#
Reading	0	0%	4	#	2	#
Writing	0	0%	3	#	2	#
Global Studies	1	#	6	50%	7	29%
U.S. Hist & Gov't	0	0%	7	100%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	345	340	316	37	27	27
Number Scoring 55-100	320	325	302	20	18	18
Number Scoring 65-100	291	311	286	10	13	12
Number Scoring 85-100	134	137	142	0	0	0
Percentage of Tested Scoring 55-100	93%	96%	96%	54%	67%	67%
Percentage of Tested Scoring 65-100	84%	91%	91%	27%	48%	44%
Percentage of Tested Scoring 85-100	39%	40%	45%	0%	0%	0%
Mathematics A						
Number Tested	37	398	399	5	41	29
Number Scoring 55-100	26	350	386	2	25	23
Number Scoring 65-100	19	323	365	1	22	16
Number Scoring 85-100	1	65	152	0	0	3
Percentage of Tested Scoring 55-100	70%	88%	97%	40%	61%	79%
Percentage of Tested Scoring 65-100	51%	81%	91%	20%	54%	55%
Percentage of Tested Scoring 85-100	3%	16%	38%	0%	0%	10%
Mathematics B						
Number Tested	0	0	236	0	0	9
Number Scoring 55-100	0	0	197	0	0	8
Number Scoring 65-100	0	0	163	0	0	5
Number Scoring 85-100	0	0	31	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	83%	0%	0%	89%
Percentage of Tested Scoring 65-100	0%	0%	69%	0%	0%	56%
Percentage of Tested Scoring 85-100	0%	0%	13%	0%	0%	0%
Global History and Geography						
Number Tested	362	348	377	35	33	33
Number Scoring 55-100	346	336	349	23	26	18
Number Scoring 65-100	320	311	323	21	19	12
Number Scoring 85-100	97	139	136	1	1	1
Percentage of Tested Scoring 55-100	96%	97%	93%	66%	79%	55%
Percentage of Tested Scoring 65-100	88%	89%	86%	60%	58%	36%
Percentage of Tested Scoring 85-100	27%	40%	36%	3%	3%	3%
U.S. History and Government						
Number Tested	365	349	316	47	30	24
Number Scoring 55-100	336	331	304	27	17	18
Number Scoring 65-100	301	307	282	17	13	12
Number Scoring 85-100	101	175	149	1	1	2
Percentage of Tested Scoring 55-100	92%	95%	96%	57%	57%	75%
Percentage of Tested Scoring 65-100	82%	88%	89%	36%	43%	50%
Percentage of Tested Scoring 85-100	28%	50%	47%	2%	3%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	359	353	301	45	30	30
Number Scoring 55-100	357	344	289	43	26	26
Number Scoring 65-100	346	336	277	38	23	21
Number Scoring 85-100	132	134	101	1	2	1
Percentage of Tested Scoring 55-100	99%	97%	96%	96%	87%	87%
Percentage of Tested Scoring 65-100	96%	95%	92%	84%	77%	70%
Percentage of Tested Scoring 85-100	37%	38%	34%	2%	7%	3%
Physical Setting/Earth Science						
Number Tested	275	13	322	24	2	21
Number Scoring 55-100	263	11	303	19	#	15
Number Scoring 65-100	244	10	277	12	#	7
Number Scoring 85-100	65	0	108	1	#	1
Percentage of Tested Scoring 55-100	96%	85%	94%	79%	#	71%
Percentage of Tested Scoring 65-100	89%	77%	86%	50%	#	33%
Percentage of Tested Scoring 85-100	24%	0%	34%	4%	#	5%
Physical Setting/Chemistry						
Number Tested	249	260	272	3	1	9
Number Scoring 55-100	246	251	256	#	#	7
Number Scoring 65-100	207	215	217	#	#	7
Number Scoring 85-100	37	57	35	#	#	0
Percentage of Tested Scoring 55-100	99%	97%	94%	#	#	78%
Percentage of Tested Scoring 65-100	83%	83%	80%	#	#	78%
Percentage of Tested Scoring 85-100	15%	22%	13%	#	#	0%
Physical Setting/Physics						
Number Tested			125			0
Number Scoring 55-100			120			0
Number Scoring 65-100			113			0
Number Scoring 85-100			32			0
Percentage of Tested Scoring 55-100			96%			0%
Percentage of Tested Scoring 65-100			90%			0%
Percentage of Tested Scoring 85-100			26%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	32	38	12	0	0	0
Number Scoring 55-100	32	38	12	0	0	0
Number Scoring 65-100	27	37	12	0	0	0
Number Scoring 85-100	8	13	2	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	84%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	25%	34%	17%	0%	0%	0%
Comprehensive Italian						
Number Tested	52	63	66	0	0	2
Number Scoring 55-100	52	63	66	0	0	#
Number Scoring 65-100	50	62	63	0	0	#
Number Scoring 85-100	29	17	32	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	96%	98%	95%	0%	0%	#
Percentage of Tested Scoring 85-100	56%	27%	48%	0%	0%	#
Comprehensive German						
Number Tested	22	22	15	0	0	0
Number Scoring 55-100	22	22	15	0	0	0
Number Scoring 65-100	22	22	15	0	0	0
Number Scoring 85-100	14	16	14	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	64%	73%	93%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	114	141	139	0	1	1
Number Scoring 55-100	113	139	138	0	#	#
Number Scoring 65-100	111	129	131	0	#	#
Number Scoring 85-100	52	53	47	0	#	#
Percentage of Tested Scoring 55-100	99%	99%	99%	0%	#	#
Percentage of Tested Scoring 65-100	97%	91%	94%	0%	#	#
Percentage of Tested Scoring 85-100	46%	38%	34%	0%	#	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	231	239	21	4	2	0
Number Scoring 55-100	215	207	18	#	#	0
Number Scoring 65-100	202	196	12	#	#	0
Number Scoring 85-100	102	75	4	#	#	0
Percentage of Tested Scoring 55-100	93%	87%	86%	#	#	0%
Percentage of Tested Scoring 65-100	87%	82%	57%	#	#	0%
Percentage of Tested Scoring 85-100	44%	31%	19%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	113	92%	1	#	376	97%
Students with Disabilities	26	77%	0	0%	47	64%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	1	1	#	#	#	#
Science	1	1	#	#	#	#

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	304	304	304	34	34	34	338	338	338
Number Scoring 55–64	3	6	2	3	3	3	6	9	5
Number Scoring 65–84	197	120	177	11	10	16	208	130	193
Number Scoring 85–100	97	170	117	1	1	1	98	171	118
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			16			1
Beginning (0-18)			1			#
Intermediate (19-31)			2			#
Advanced (32-36)			10			#
Proficient (37-39)			3			#
Reading and Writing (Grade 9-12)						
Number Tested			16			1
Beginning (0-14)			3			#
Intermediate (15-24)			6			#
Advanced (25-32)			7			#
Proficient (33-35)			0			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)